

BULGARIA

with the contribution of Elka Drosneva, Georgy Yakimov and Dimitar Christov

I. The education system

A. General information about the education system and its legal framework

Principles and general objectives of education

For the principles and general objectives of education, the diagram of the education system and current reforms in secondary and tertiary education, see the full version of the country report at the ITT website (<http://www.itt-history.eu>) and the Eurydice database: Eurybase – The information database on education systems in Europe (<http://www.eurydice.org>)

Laws and regulations for initial teacher training

- Regulation on Unified Norms for the Higher Education of Teachers (1995, no longer applicable; a new regulation has been in place since 1997), for BA and MA Studies in History (1997); for the Education of Teachers in History and Geography and in Bulgarian Language and History (1998)
- Regulation on Unified Norms for Higher Education and BA, MA and “Specialist” Degrees (2002); Higher Education and Professional Field Classification (2002)
- National INSET standards (1996)
- The Education Grade, Minimum General Educational Requirements and Curriculum Act (1999; most recent amendments and supplements May 2004)
- Regulation on the Education Grade, Minimum General Educational Requirements and Curriculum (1999 – no longer applicable; a new regulation came into force in 2001, most recent amendments and supplements – January 2004)
- The Higher Education Act (1995) requires universities to provide options, second subjects and new subjects
- No special regulation for history teaching
- General Regulation for ITT in effect today: Regulation on Unified Norms for the Higher Education of Teachers (1997) adopted by the Council of Ministers.

Structure of the education system

The education system is:¹

- comprehensive until the age of 16 years
- selective from age 14/15 years
- compulsory and full-time until the age of 16 years
- school leaving age 18-20 years

Population by educational standard

Population aged between 25 and 64 years by highest educational standard (school leaving or graduation) in percentage:²

¹ Source: Конституция на Република България (1991) (Constitution of the Republic of Bulgaria (1991)); Закон за народната просвета (1991) (National Education Act (1991))

² Source: Образование в Република България.2004. Национален статистически институт. София, 2004, (Education in the Republic of Bulgaria. 2004. National Statistical Institute. Sofia, 2004), p. 34.

	Male	Female	Total
Below secondary II [ISCED 2]	-	-	28%
Secondary II [ISCED 3]	-	-	51%
Post-secondary, non-tertiary [ISCED 4]	-	-	%
Tertiary I [ISCED 5A/6]	-	-	15%
Tertiary II [ISCED 5B]	-	-	6%

B. Statistical data

Teachers, students, history students, trainee teachers, trainee history teachers, teacher trainers

*Pupils*³

Pupils in	Male	Female	Total
Lower secondary general education			338 912
Upper secondary general education			160 871
Upper secondary vocational education	123 710	78 802	202 512

- Ratio of upper secondary graduates to total population at typical age of graduation
No data available.

*Students*⁴

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	108 804	121 709	230 513

- Students per institution⁵

Institution/ ISCED	Male	Female	Total
Universities	100 249	111 023	211 272
Colleges of higher education	6 268	7 965	14 233
Teacher training colleges	109	459	568

- New students in 2002/03⁶

Institution/ISCED	Male	Female	Total
Universities			36 924
Colleges of higher education			5 072

³ Source: Образование в Република България. 2004. Национален статистически институт. София, 2004, (Education in the Republic of Bulgaria, 2004. National Statistical Institute. Sofia, 2004), pp.41, 56-57.

⁴ The number includes students with all "specialist" degrees, BA, MA, PhD, citizens of Bulgaria and of other countries.

⁵ Training in colleges leads to the "specialist" degree. Most colleges are integrated in universities.

⁶ The number of students includes only those studying for "specialist" degrees, BA, and only subjects that do not lead to BA - MA students. The number of students studying in teacher training colleges is included in the number of all students in colleges. Source: Статистически годишник 2003. Република България. София, 2003 (Statistical Yearbook 2003, Republic of Bulgaria. Sofia 2003), p 406.

• Students graduating in 2002/03 per institution⁷

Institution/ ISCED	Male	Female	Total
Universities	18 041	25 262	43 303
Colleges of higher education	1 376	2 197	3 573
Teacher training colleges			108

Number of trainee teachers⁸

	Male	Female	Total
Post secondary education and above (=ISCED 4, 5 and 6)			approx. 45 000

• Trainee teachers per institution⁹

	Male	Female	Total
Universities – ITT	6 170	14 004	20 174
Teacher training colleges – ITT	109	459	568
Universities and academy of science – PhD in teacher training and education	162	196	358

• New trainee teachers in 2002/03¹⁰

	Male	Female	Total
Universities			approx. 8 090

• Trainee teachers graduating in 2002/03 per institution¹¹

	Male	Female	Total
Universities – ITT	1 111	3 548	4 695 ¹²
Teacher training colleges – ITT	29	139	168
PhD in ITT and educational science	5	22	27

⁷ Exact data on teacher training colleges will probably be available at the end of the year or at the beginning of 2005. Graduates from these colleges account for 3% of all college graduates (3 573). The data for 2001/2002 shows: 3.5%, male 29, female 139, total 168. The number of university graduates includes only BA and MA. PhD students as they were called until the most recent changes (2004) in the Higher Education Act of 1995, and postgraduate MA students are excluded. The number of part-time students is converted into full-time students by the conversion factor 2, i.e. 2 part-time students = 1 full-time student. The real number of part-time students in humanities (philology, history and archaeology, philosophy, religion and theology) is less than 22% and most of those students study philology. Source: Статистически годишник 2003. Република България. София, 2003. (Statistical yearbook 2003), Republic of Bulgaria. Sofia 2003, p 409-410; Образование в Република България. 2004. София, 2004. Национален статистически институт (Education in the Republic of Bulgaria, 2004. National Statistical Institute, Sofia, 2004), p. 110.

⁸ Teacher training is obligatory for the subjects from the field of teacher training and educational science. For all other possible subjects it is an option. As a rule some 80% of the students choose it. Data for teacher training and educational science: male – 6 441, female – 14 659, total – 21 100. ITT is proposed only in universities and colleges.

⁹ As explained above, no exact data about trainee teachers in other fields is available. But all trainees study at universities. As there are generally 3-4% more female students, the ratio for the 25 000 trainee teachers is probably 47% male, 53% female.

¹⁰ According to the national statistics, students are represented as studying for the “specialist” degree and for BA and MA degrees. The first is obtained at colleges, most of which are integrated in universities. In 2002/3 there were 41 996 Bulgarian students starting BA and MA courses (not including those who extended their BA to an MA) and 5 072 studying for “specialist” degrees. This number includes around 230 students who started “specialist” degree course and 3 850 who started BA and MA courses – all of them in ITT subjects. The last 4 240 are accounted for by the fact that in the other subjects around 80% of students study ITT as an option. The data for the structure of students who started their studies is also taken into account. This data is by educational fields.

¹¹ The number for the other subjects is 80% of BA and MA graduates in subjects that propose ITT as an option - male 2 563, female 6 687.

¹² Other subjects: 3 644.

*History students*¹³

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)			approx 3 100

• History students per institution¹⁴

	Male	Female	Total
Universities			approx. 3 100

• New history students in 2002/03

	Male	Female	Total
Universities			approx. 775

• History students graduating in 2002/03 per institution

	Male	Female	Total
Universities			approx. 550

Trainee history teachers

	Male	Female	Total
Post secondary education and above (=ISCED 4, 5 and 6)			2 700

• Trainee history teachers in state, non-state (private) and church institutions

Institution/ ISCED	State			Non-state			Church ¹⁵		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Universities	na.	na	approx 2 180 ¹⁶	dna	dna	approx 300	–	–	–

• New trainee history teachers in 2002/03 per institution¹⁷

Institution/ ISCED	Male	Female	Total
Universities			approx. 675

• Trainee history teachers graduating in 2002/03 per institution¹⁸

Institution/ ISCED	Male	Female	Total
Universities			approx. 440

¹³ The number includes students in history, archaeology, ethnology, archival and documentary studies and in the ITT subjects history and geography, and Bulgarian language and history. All students study for a BA degree and have the possibility to extend to an MA. ITT is usually in the BA course. It is an option for the first group and obligatory for the second one. In the second group there are around 1 100 students, most of them women. The ratio in the first group is better. Universities decide on the exact number of students for each subject and the male/female ratio. Each year decrees by the Council of Ministers determine the number of students in each field for each university or subjects according to the provisions of the Higher Education Act as a function of the needs of the country, proposals by the universities themselves and financial possibilities of the state.

¹⁴ All subjects such as history, or combined with history, are taught only in universities and lead to a BA with the possibility of extending to an MA and PhD.

¹⁵ The Higher Education Act (1995) provides this possibility but there are no institutions dedicated to trainee history teachers.

¹⁶ The number includes students in combined subjects (approx. 1 100) and 80% of the students in the other history subjects.

¹⁷ 80% of the total number of students who started their history studies (500) and the total number of students in the combined subjects.

¹⁸ 80% of the total number of graduates.

Teacher trainers in general and history teacher trainers

• Number of teacher trainers¹⁹

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	2 624	2 922	5 546

• Teacher trainers in state, non-state (private) and church institutions²⁰

Institution/ ISCED	State			Non-state			Church		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Universities	6 744	4 615	11 359	1 263	1 045	2 308	–	–	–
Colleges of higher education	315	522	837	48	40	88	–	–	–

• Number of history teacher trainers²¹

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	191	109	300

• History teacher trainers in state, non-state (private) and church institutions

Institution/ ISCED	State			Non-state			Church		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Universities	na	na	approx 280	na	dna	approx 20 ²²	–	–	–

Teachers in general and history teachers²³

School level	Number of teachers	Number of history teachers
Primary	18 938	dna
Lower secondary	27 720	dna
Upper secondary general	14 696	dna
Upper secondary vocational	18 809	dna

• Number of teachers in schools

School level	Male	Female
Primary	1 501	17 437
Lower secondary	5 954	21 766
Upper secondary general	2 994	11 702
Upper secondary vocational	5 641	13 168

¹⁹ Data at 31 December 2002. The numbers include teachers in all the three grades in tertiary education. All university lecturers, including teacher trainers, work as researchers too. No teacher trainers in secondary education.

²⁰ The data in this section includes all lecturers with work contracts, not only teacher trainers, who make up about half of them, in both universities and colleges. The number for colleges includes all the colleges (with ITT). This data refers to 2002/2003. Source: Образование в Република България. 2004. София, 2004. Национален статистически институт (Education in the Republic of Bulgaria, 2004. National Statistical Institute. Sofia, 2004), p. 94-95.

²¹ The number includes only history lecturers at 31 December 2002. In all faculties where trainee history teachers are taught there are also teacher trainers from other subjects, but the number may only vary by 5-10 persons. No ITT in secondary education.

²² The number is only for lecturers with work contracts. 75% of universities lecturers work with a work contract in another university/institution and have the status of guest lecturers.

²³ Approx. number of history teachers: 4 000. Source: Образование в Република България. 2004. Национален статистически институт. София, 2004 (Education in the Republic of Bulgaria. 2004. National Statistical Institute, Sofia, 2004), pp.43, 63.

- Number of history teachers in school
Data not available.

Financing

The annual expenditure by universities per student of history and geography and Bulgarian language and history is €325. The costs for history students are lower than the average annual cost for a student.²⁴

The annual expenditure by universities per trainee teacher of history and geography and Bulgarian language and history is €325. The costs of a trainee history teacher are lower than the average annual cost for a trainee teacher.²⁵

*Feminisation*²⁶

During the last five years, there has been no increase in female students. The percentage of female students has varied with a slight tendency to decrease, but it has always been higher than that of male students (at least 52% in 2002/2003).

II. Initial training

A. Training institutions

*Institutions involved in ITT*²⁷

Institution	For which school level
Universities	ISCED 0, ISCED 1, ISCED 2, ISCED 3
Teacher training colleges	ISCED 0, ISCED 1

²⁴ According to the Higher Education Act (1995) the Council of Ministers defines the totals by fields of education and groups of subjects. HG and BLH here and elsewhere in this section mean history and geography and Bulgarian language and history. According to the 2002 classification these subjects come under pedagogical science, subsection pedagogy of education in.... The others come under humanities, subsection history and archaeology (H = history, A = archaeology, AD = archival and documentary studies) and social, business and law studies, subsection sociology, anthropology, cultural science (E = ethnology).

²⁵ The cost of ITT is included in the cost of HG and BLH. Students who study ITT in the other group (where it is an option) do not pay additional fees either.

²⁶ Source: *Source: Образование в Република България. 2004. София, 2004. Национален статистически институт (Education in the Republic of Bulgaria. 2004. National Statistical Institute. Sofia, 2004), p. 75.*

²⁷ History is taught only in secondary school. For this reason ITT for history teachers is only provided in universities. In general, universities train for all levels of school and colleges – with the exception of pre-primary, primary and in some cases lower secondary schools.

Main purposes of institutions

Institution	Purpose
Universities	Education of researchers and teachers for all levels of school and research ²⁸
Colleges of higher education	The only possible degree is “specialist”, after three years. There is no ITT in these schools. Graduates may either continue with their studies in the same or another field for their next degree, or start working in their field. Most of these colleges are part of universities, but they are often situated in another town.
Teacher training colleges	Teacher training colleges are part of universities but are often situated in other places (Smolyan, Kardzaly, Dobrich, Plevan, Vratza). The ITT prepares trainees for pre-primary and primary schools. Graduates may continue their studies for higher degrees or start working in schools.

Faculties in charge of ITT²⁹

Institution	Faculties
Universities	State universities: Faculty of History (Sofia University), Faculty of Philology (Plovdiv University, branches in Smolyan and Kardzaly), Faculty of History and Law (Veliko Tarnovo University; Blagoevgrad University), Faculty of Humanities (Shumen University); private universities: Faculty of Humanities and Arts (Varna Open University), Faculty for BA (New Bulgarian University in Sofia), American University (Blagoevgrad).

TT institutions are required to meet legal standards set by

- Universities: legal standards set by the state (including government) and the training institutions themselves

Number of training institutions

providing a training programme for initial teacher training (general)³⁰

Institution/ ISCED	State (of which: church)	Non-state (of which: church)	Total number (of which: church)
Universities	10	3	13
Teacher training colleges	5	–	5

²⁸ As a rule all university lecturers also work as researchers; most of them have PhD and many of them are doctors of science. The BA course lasts four years and graduates with qualified teacher status (QTS) may either start working in all kinds of schools or other fields that need specialists in their degree subjects, or go on with their studies for an MA. There were some years (2000-2003) when with a BA they could also continue their education directly to PhD level (four years for full-time students). ITT is taught during the BA course although it is also possible with the MA or after BA/MA. Subjects where ITT is compulsory (history and geography, Bulgarian language and history) or as an option (history, archaeology, ethnology, archival and documentary studies) require the four-year BA course as mandatory for continuing to an MA. The MA degree course lasts one to two years, depending on the curriculum of the universities and faculties themselves, and also on the BA subject. The MA degree permits graduates to go on to a PhD (three years for full-time students). There are different kinds of entrance and final examinations for all of the stages. Some universities (Sofia University in Sofia, Shumen University in Varna, Thracian University in Stara Zagora) have INSET departments (former INSET institutes in Sofia, Stara Zagora and Varna). Some universities have either colleges or branches in another place (Plovdiv University with branches in Smolyan and Kardzally in which ITT for history teachers is taught in combined subjects; or Ruse University with a branch for ITT in Silistra). Branches and colleges are often the former higher non-tertiary schools for ITT (as the case is in Dobrich, Dupnitsa, Smolyan, Silistra).

²⁹ History is traditionally taught in the faculties of history and philology (or history and philosophy). In the past few years there have been some changes in line with amendments to the Higher Education Act of 1995 and history has been taught at two universities in the faculties of history and law. History has been offered as a single subject at Plovdiv University only since autumn 2004.

³⁰ There are no church-based universities and other institutions offering ITT for history teachers. All the TT colleges are integrated in the universities.

providing a training programme for initial training of history teachers

Institution/ ISCED	State (of which: church)	Non-state (of which: church)	Total number (of which: church)
Universities	5	3	8

B. The structure of ITT: model/qualification/institution/graduation

Initial training of history teachers as a subject of secondary or tertiary education

History teaching is studied (and taught) at:

- University/ISCED 5A: History teaching can be studied as a separate subject or in a fixed combination (history and geography; Bulgarian language and history). ITT for historians is an option for students of history, archaeology, ethnology, archival and documentary studies, but is compulsory for two combined subjects.

The structure of ITT is:

- Universities: The model is concurrent when ITT is obligatory. When ITT is optional, there is a possibility for a consecutive structure.

Length of studies/training

• Form of graduation and allocation of years for ITT of history teachers

School level	Entry requirements	Final exam	Length of study in years	Degree	Diploma thesis	PG training
Primary schools	-	-	-	-	-	-
Lower secondary schools	examination ³¹	written and practical ³²	4 years (BA) 5 years (MA)	BA (QTS) MA (QTS)	various possibilities ³³	none, admission at the end of study
Upper secondary general schools						
Lower and upper secondary vocational schools						

³¹ The examination is for history for students of history, archaeology, ethnology, archival and documentary studies; History or geography for students of history and geography; history or Bulgarian language for students of Bulgarian language and history. Universities design the examination themselves as a written paper or thesis. In the last few years some universities have organised preliminary examinations (in April) and regular ones (in summer). The better grade counts towards the final results. There are no special examinations for ITT. Some universities accept the results of the applicants from their entrance examination to another university. Some universities also accept the results of the final examination from the secondary school in the subject. It is not the case with the leading institutions. There are discussions about the status of state final examinations in secondary school (*Matura*), including the possibility of entering university without further entrance examinations. Winners of national competitions in the respective subject (Bulgarian language or geography for Sofia University; radio competition in Bulgarian history) may also start their studies in the respective subject without further entrance examinations.

³² Written paper in the subject, practical examination in ITT. The practical examination includes written and oral elements.

³³ Students may write a thesis or have a written state examination in the subject (one or both of the subjects) for BA and MA. The Higher Education Act allows all possibilities. The institutions themselves design the final examinations.

- Form of graduation and allocation of years for teaching EDC / civic education in secondary general schools

To teach EDC (education for democratic citizenship)/civic education in general secondary schools, students have to follow the same curriculum as that for history teaching, and have the same sort of graduation process.

Standards for ITT

- Professional profile

There is no professional profile for history teachers in Bulgaria, but there is a general job description for all teachers (1998). It suggests competency in both subject and teaching, teacher status in school, job requirements, and the knowledge of legal documents concerning the teaching profession and school education.³⁴

The job description is important for the implementation and planning of curricula, educational programmes and practical work.

Certification system (qualified teacher status)

There is no process of certification after completing studies of history teaching (e.g. qualified teacher status). All graduates of ITT acquire QTS together with the subject grade of “specialist”, BA, or MA.

Percentage of teachers with QTS: 100%.

- Core curriculum³⁵

There is a common/core curriculum for all initial training institutions for history teachers in Bulgaria. There is a group of courses that are common to all institutions and a group of options that are designed by each institution. Classes from both groups are compulsory for each curriculum.

– General guidelines for the conception of ITT

General guidelines for the conception of ITT are developed by the Ministry of Education and Science and adopted by the Council of Ministers.

– Coordination of curricula

The curricula of the different institutions are coordinated at the national level. The curricula of the same institutions are also coordinated at the national level.

Training at universities

- Curriculum

For more detailed information about the ITT-curricula in Bulgaria see the ITT website (<http://www.itt-history.eu>).

The current curriculum dates from 2003 (year of implementation).

The nature of the curriculum depends on the subject and whether ITT is compulsory or optional. It is optional for the subjects history, archaeology, ethnology, archival and

³⁴ Source: Типови длъжностни характеристики в системата на училищното образование. - в. Аз Буки, № 25 п 1998 (Typical job descriptions in the school system).

³⁵ Source: Постановление № 162 от 17 април 1997 за приемане на Наредба за единни държавни изисквания за придобиване на професионална квалификация “учител”. - Държавен вестник, №34, 25.04.1997 (Regulation on Unified Norms for the Higher Education of Teachers. - State Gazette. N 34, 04/25 1997).

documentary studies, and compulsory for combined subjects (history and geography, Bulgarian language and history). All the universities have similar curricula for both subject training and ITT.

History: The general aim is to train professional historians for research work and for all fields where a history qualification is needed. Length of study is four years (as it is for all BA courses) and this is the usual length of ITT too. There are both compulsory and optional courses. The compulsory ones include world history (four parts), regional history (the Balkans – four parts, South Eastern Europe and Russia – two parts), Bulgarian history (four parts) ancient, medieval, modern and contemporary history as a chronology and thematically, archaeology, and history of history. All of them are two-semester courses, 120 hours (60 for lectures and 60 for practice) and each of them give 8 ECTS. The next group of compulsory courses includes introduction to history, archival studies (30+30 hours for each, ECTS 5), ethnology (90+60 hours, 7 ECTS). The curriculum of Sofia University also includes thracology (75+45 hours, 5 ECTS), history of religions (60+60 hours, 5 ECTS), historical IT (30+30 hours, 5 ECTS), philosophy of history, didactics of history (30+30 hours, 3 ECTS – “didactics” here meaning “functions of historical knowledge in society, excluding school). Optional courses are structured following the same thematic and chronological principles but (1) each student must take a certain number of them, and (2) each faculty chooses these options according to the capabilities of the staff. Option modules in the curriculum of Sofia University last 225 hours (30 ECTS), including 45 practical hours.

The 1997 Regulation calls for a group of compulsory courses and a group of optional courses for each subject where ITT is possible. Compulsory courses include theoretical and practical training at the university and practical training in school. The first contains psychology (45+30 hours, 3 ECTS), pedagogy (60+45 hours, 5 ECTS), methods of teaching history and practice (45+15 hours at the university and 30 in school; 5 ECTS). Training of practical competency in school continues with the next two TP periods. During the first (45 hours, 3 ECTS) the students continue visiting classes and discussing the experience with university lecturers and advisory teachers. The third and last TP (75 hours, 5 ECTS) is in groups of two to four students. They give lessons, visit each others’ class sessions and discuss their experiences with the university lecturer and advisory teacher. Each student teaches for 25 to 30 hours.

From the two groups of optional courses the students must choose at least one group; each containing 15 hours, 1 ECTS. The first group in the curriculum of Sofia University includes cultural heritage (museums and archives) and school education, textbooks in Bulgarian history during the National Revival, and didactic aspects of the textbook in history. The second group includes history in Bulgarian schools, education and national consciousness from the ninth to the seventeenth century.

History and geography: ITT is compulsory. The four years of studies are almost equally divided between history and geography courses, and ITT for history teachers and geography teachers. The subject was established in Bulgaria at the beginning of the twentieth century. After World War II, it existed only in teacher training colleges and at the University of Veliko Turnovo. It was re-established at the University of Sofia in 1999. In the design of the curriculum, the faculties respect traditions and standards, as is the case with other subjects. Thus, basic geography and history are examined in no less than half of the history and geography courses and they follow the same principles. In the third part – ITT – a balance is sought between geography and history ITT. The system of classes and practical work (both at the university and in school) is the same, but students must follow some additional instruction such as local history and geography, and more lessons in school during their practical training.

Bulgarian language and history: The principles of the curricula are the same as those for history and geography.

- The aims of IT for history teachers
No data available.

- The content of initial training for history teachers
No data available.

- The relationship in history teacher training

Institution/ ISCED	History courses	General pedagogic/ didactics courses	Subject didactics courses	Practical training	Other
University – history, ethnology, archaeology, archival and documentary studies	88%	2%	3%	5%	2%
University – history and geography, Bulgarian language and history ³⁶	38%	2%	7%	10%	3%

These courses are partly coordinated but mostly separate.

- Training of history competencies

The history curriculum is the same for students who want to become teachers and for students who want to become historians/researchers.

– Ratio of local, regional, national, European and world history in history courses³⁷

Local history	8%
Regional history	27%
National history	25%
European history	21%
World history	19%

Local history: Different courses examine various aspects of local history according to the importance of a place at different times.

Regional history: Courses include study of thracology, history of the Byzantine Empire, the Balkans (medieval, modern and contemporary), history of South Eastern Europe and Russia from the sixteenth to twentieth century.

National history: There are five courses, covering the Middle Ages to the present day.

European history: Part of common courses in world history covering the beginning of mankind up to the present.

World history: The course emphasises European history and Asia Minor. Other parts of the world are emphasised especially in the courses covering the last few centuries.

³⁶ In history and geography, Bulgarian language and history the missing percentages are for geography/Bulgarian language. Practical training in the subject is included in the percentage. ITT for the first subjects lasts 390 hours of which practical training accounts for 150 hours or 40%. For the second group of subjects ITT consists of 675 hours, of which 315 or 47% are for practical training

³⁷ Courses are organised in three cycles - Bulgarian history, history of the Balkans, Eastern and South Eastern Europe, world history. The percentage for local history includes history of places in Bulgaria and abroad. The percentage may vary depending on the options chosen by each student. There are options in national, regional and world history (including European history) in different periods and some other historical aspects and problems (e.g. culture, Holocaust, Bible, model of history, history and mythology).

– Proportion of political, social, economic and cultural history³⁸

Political history	45%
Social history	20%
Economic history	20%
Cultural history	15%

In the history courses the following approaches are extremely important: problem-oriented, teaching by example, multi-perspective, multicultural; hardly used: bilingual.

Historical methods emphasised during general courses include hermeneutics of history, qualitative analysis, discourse analysis, action research, working in and with archives; included to a lesser extent: quantitative analysis, statistics, working in and with museums

– EDC as part of the curriculum

There are no special courses for EDC. Aspects of EDC are dealt with in the history courses whenever the theme allows.

• Training of history subject didactics / methodology

The following professional competencies are explicitly emphasised in training:

Textbook analysis, analysis of curricula, planning and organising lessons, teaching through directive structure, interactive teaching (e.g. pupil-centred learning; process-oriented learning and teaching), organising project work, use of media, use of IT, training of teamwork, training of key qualifications, interdisciplinary cooperation, multicultural aspects, conflict resolution and conflict management.

Trainee history teachers are trained to implement the results of new historical research in classroom teaching. The results of new historical research receive attention in all the courses. The hope is that graduates will leave the programme interested in the latest research and will try to implement it in their teaching. Special attention is also paid to new research in INSET. Trainee history teachers are also trained to use research methodology in the classroom. More attention is paid to this aspect during the training in schools and in INSET.

– Courses in subject (history) didactics

There are two groups. The first is compulsory and is devoted to the general problems of teaching history in schools. It deals with the history of history teaching, teaching traditions and innovations, different methods of teaching, etc. The training comprises 90 hours: 45 in the form of lectures, 15 hours practical work at the university and 30 hours practice in schools. During this school practice students prepare each of the lessons with a university lecturer and advisory teacher and then give their first class. The final examination in the course is an oral one. During these studies, students may write papers for the practical work at the university. The second group includes two groups of options and students must choose at least one course from each of them. Each course comprises 15 hours, and as a rule, students write a paper as a final examination.

– Theoretical concepts for the training of subject (history) didactics

The training should lead to QTS. It should include theoretical and practical knowledge and competency. The various aspects of ITT are explained in regulations, research work and textbooks for trainees and teachers. These are important for the development of curricula and syllabi.

³⁸ Percentages are estimations. For general history (world, national, regional) they vary from course to course and also depend on the period covered (ancient, medieval, modern, contemporary), the level of study and of course the trainer.

- Educational sciences, general didactics, pedagogy

The following courses are part of the curriculum: theories of education, theories of teaching, theories of didactics, developmental psychology, learning psychology, professional development, organisational development of school, planning and organising lessons, teaching through directive structure, interactive teaching (e.g. pupil-centred learning; process-oriented forms of learning and teaching), use of media, use of information technology, organising project work, interdisciplinary cooperation

- Practical training during universities studies

The concept is to give students as much experience in the classroom as possible.

– Institutional links between universities and other institutions for practical training during university studies

There are institutional links (forms of cooperation) between universities and other institutions for practical training during university studies. Faculties in charge sign contracts with directors of schools and with advisory teachers. In-school practical training is supervised by both the university instructor and the school teacher. There is no common legal framework for this institutional cooperation – it has developed through tradition. It is also a requirement of the regulation of 1997.

– Forms of practical training during studies at universities

- Training in schools: 150 hours / 315 hours during studies at universities, according to subject
- History (single) 150; combined – 315 (includes other subjects as well).

– Relation between theory and practice

There are established methods aimed at relating theoretical production in (history) subject didactics to the practical work of history teaching in the classroom. The most common methods include meetings of the general inspector with the regional inspectors in September before the beginning of the school year, and meetings of the regional inspectors with history teachers in their region. This is a practice common to all other subjects. Meetings of this type are organised during the school year too. Problems are often discussed together with university lecturers, authors of textbooks, etc. There are also different forms of INSET but as a rule, university lecturers also take part in them. The INSET courses are designed to include different forms of teachers' activities, academic courses in history, didactics (general and subject), practice, monitoring and research work by lecturers. Lecturers also have the opportunity to participate in scientific forums on history and history teaching (seminars, conferences, etc.) on the national, regional and local level – this participation may be in the form of lectures or papers. Problems are also discussed by the History Teacher Association, which is part of an NGO. In addition, there are special periodicals like the journal "History" published by Ministry of Education and Science; the authors of the journal are researchers, including university lecturers and school teachers. Each teacher may also rely on personal consultations with researchers, including university lecturers, regional and general inspectors.

Postgraduate initial training (PG-ITT) for history teachers

There is no obligatory postgraduate initial training for history teachers in Bulgaria who will teach history in primary and secondary schools.

Induction

There is no obligatory form of induction for newly employed history teachers.

Minority and gender issues, multicultural aspects

- Minority issues

During the whole period of studies, approx. 10% of time is devoted to minority issues in history. There are no special courses. These issues are taught in history courses when necessary, in MA programmes and in training about how to teach the problems.

- Gender issues

During the whole period of studies, approx. 5% of time is devoted to gender issues in history. There are no special courses. The issues are part of history and ITT courses.

- Multicultural aspects

The ITT curriculum is – to a certain extent – designed to prepare teacher trainees for teaching history in the context of a multicultural society. This is more strongly emphasised in INSET training. During the whole period of studies, approx. 5% of time is devoted to multicultural aspects in history. Form and content of courses: there are options in both the BA and MA programme.

Professional competencies

The following professional competencies are explicitly emphasised in training:

	history courses	general didactics	subject didactics	practical training
Capacity to think in historical categories and to relate information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Capacity to relate current events or information to historical processes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity for critical analysis and synthesis of historical information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ability to comment, annotate or edit historical sources and documents correctly according to the critical canons of history	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ability to organise complex historical information in coherent form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Research skill in history	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Capacity for applying historical knowledge in practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical and self-critical abilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Interpersonal skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Planning and organising lessons	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching through directive structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reflection and self-evaluation of the training course/ the lesson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Monitoring / social dynamics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Interactive teaching (e.g. pupil-centred, process-oriented forms)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of media	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of information technology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Training in teamwork	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Training in key qualifications (social and communicative skills)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interdisciplinary cooperation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

- Scale of professional training

There are no specific courses. Different aspects are dealt with in courses in general didactics, subject didactics, psychology, practical works on history, and in ITT courses in university and in school.

- Information technology and e-learning

There are two courses on e-learning – history and modern technologies (for all history students) and modern technologies in history teaching (for students in ITT). Training in different subjects uses e-learning to varying extents. According to national statistics, there were about five computers per 100 students in 2002 and about six in 2003. As a rule, technical universities are better equipped, and private universities are somewhat better equipped than state ones. The percentage of computers with Internet access available for student use is lower – 3.3% in 2002 and 4.3% in 2003. These percentages are steadily increasing.

During the whole period of studies, approx. 3 to 4% of time is spent on training for use of new media / information technology.

Form and content of courses: two courses. The first one is for all history students, comprises 60 classes (30 lectures and 30 practical work) and is orientated to the problems of using new media in history research. The second one comprises 15 hours and deals with traditional and modern media in history teaching. It is for students who want to become teachers.

Evaluation of ITT courses

- Official evaluation of training courses by the training institutions

There is an official evaluation of training courses by the training institution for history courses, general didactics courses, subject didactics courses, practical training. It takes the form of verbal feedback.

- National evaluation of training courses

There is a form of national evaluation of training courses for: history courses, general didactics courses, subject didactics courses and practical training. It takes the form of standardised written feedback evaluation.

Institution organising the national evaluation: National Agency of Accreditation. It was established under the Higher Education Act. The accreditation is predicated on several factors: institutional standards, curriculum and syllabi.

- Informal evaluation of their courses by the trainers

There is an informal evaluation of their courses by the trainers for history courses, general didactics courses, subject didactics courses, practical training. It takes the form of verbal feedback.

C. The students

Training of key competencies

History teacher training emphasises these key competencies:

Institution/ ISCED	academic qualification	didactic qualification	psychological qualification	juridical / institutional qualification	other qualifications
University	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

- Kind of learning environment in which training of these key competencies takes place

	academic qualification	didactic qualification	psychological qualification	juridical qualification	other qualifications
Individual studies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Group work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Project work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Participation of students in planning and organisation

Trainee history teachers are involved in the planning and organisation of the curricula, academic courses, didactics courses, subject didactics courses and practical training. This often depends on the trainers themselves, and on the faculties and faculty chairpersons. As a rule, when the curriculum and the syllabi are designed, students' opinions and recommendations are taken into account. Thus, the next changes in the syllabi are partly a result of their recommendations. Students also take part in the organisation of practical training in schools – they may choose the school and teacher for the last practice and may also give more classes than they are obliged to do, as well as choose themes for the discussions, etc.

International mobility

In Bulgaria, there are ITT programmes explicitly designed to foster the international dimension of teacher education, but only to a certain extent. As a rule, the issues of mobility and international models of training exist in the theoretical courses. In some universities, there are separate courses on international practice in history teaching, e.g. comparative reviews of contemporary historical education (European and American models).

D. Trainers

The trainers

- Professional groups involved in ITT for history teachers:

Historians, advisory teachers in schools and/or universities, psychologists, pedagogues, didacticians

– Coordination of these groups

These groups are coordinated.

Forms of cooperation: The closest coordination is that between subject didacticians and advisory teachers, and between historians and subject didacticians. The chairpersons for ITT coordinate all the groups in charge of ITT, and the faculty council adopts syllabi. It is also this faculty that signs contracts with school directors and advisory teachers. Coordination also

takes place in discussions at different forums on teacher training. The commission evaluating final examinations includes subject didacticians, historians and advisory teachers.

– Interdisciplinary cooperation between these groups

There is interdisciplinary cooperation between these groups.

Kind of cooperation at:

- University: coordinated by the curriculum, in academic training, in practical training, in didactic/pedagogic training

• Average percentage of working time devoted by teacher trainers to the training of trainee teachers

Institution/ ISCED	Historians	Advisory teachers	Psychologists	Pedagogues	Didacticians	Other
University ³⁹	80%	50%	20%	20%	40%	–

Structure of personal staff in training courses

The training courses are run entirely by teams of university teachers and advisory teachers.

E. Training of teacher trainers

In-service training

There is the possibility of in-service training for teacher trainers at universities. The costs of the in-service training are covered by the teacher trainers themselves, the state and the teacher training institutions (through grants, international cooperation at state and institutional levels, etc.)

The training of trainers

No data available.

III. History teaching in primary and secondary schools

The subject

Basic information about history as a subject in secondary school education (student ages from 10-18/19)

• History as a school subject

School level	Full name of the subject
ISCED 1 – primary school	–
ISCED 2 – lower secondary general school	History and civilisation
ISCED 3 – upper secondary general	History and civilisation
ISCED 3 – upper secondary vocational school	History and civilisation

³⁹ Historians have courses for students in other subjects such as classical philology, Balkan studies, international relations and theology, pre-primary and primary education. Advisory teachers teach in schools. The other groups may also train students in the respective subject and trainees in ITT in other subjects.

- Separate subject

Is history a separate subject?

School level	Separate subject	Name of the comprehensive subject	Percentage of history in the comprehensive subject
ISCED 1 – primary school	–	–	–
ISCED 2 – lower secondary general school	yes		
ISCED 2 – lower secondary vocational			
ISCED 3 – upper secondary general			
ISCED 3 – upper secondary vocational school			

- Number of history lessons

Number of lessons per grade each week and school type⁴⁰

Grade (age)	Primary	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational
1 (6-7)					
2 (7-8)					
3 (8-9)					
4 (9-10)					
5 (10-11)		1.5 lessons ⁴¹			
6 (11-12)					
7 (12-13)					
8 (13-14)					
9 (14-15)				2 lessons ⁴²	2 lessons
10 (15-16)					
11 (16-17)					
12 (17-18)					
13 (18-19)					

- History curriculum in school

(For a more detailed version of the school curricula of Bulgaria see the ITT website <http://www.itt-history.eu>)

History is one of the subjects in the field of humanities and civic education. Civic education is not a single subject but its themes are taught throughout the entire school programme. There are state educational requirements (standards) for all of the subjects in each degree. For history and civilisation these are grouped in four fields: 1) basis of the contemporary world; 2) national and world historical and cultural heritage; 3) man and history; 4) historical sources. Teaching is designed to lead to cultural and civic self-identification in the pupils' personality – this is the aim of the field of humanities and civic education. By representing the past through social and world dynamics, the subject proves that change is the main characteristic of humankind. This is one of the methods of teaching the idea of mobility. By representing everyday life, culture, politics and economics of the past as being the result of people's activities and creative skills, teaching seeks to develop the understanding of personal activity as a basic value in civic society. By teaching about relations and contacts among Bulgarians and other peoples during the past, the study of history encourages an understanding of the cultural self-identity of Bulgarian citizens, as well as that of other European citizens. This

⁴⁰ Source: Наредба № 6 от 28 май 2001 г. за разпределение на учебното време за достигане на общообразователния минимум по класове, етапи и степени на образование (Regulation No. 6 on the Education Grade, Minimum General Educational Requirement and Curriculum).

⁴¹ Pupils have one lesson per week during the first semester, and two during the second one.

⁴² The subject is compulsory in years 9-11 and optional in year 12, with 2 or three lessons a week.

stimulates an understanding of modern European values, and contributes to creating a positive attitude towards the process of integration of Bulgaria into the EU.

– Aims and content of the subject in primary school

There is no history teaching in primary schools

– Aims and content of the subject in lower secondary general school

Year 5: The Bulgarian past (from the first evidence of it, to the end of the seventeenth century). *Aims:* To represent the development of the Bulgarian people and state as a complex process; Bulgarian culture as part of the Balkan and European culture throughout history; the roles of religion, state, ethnic and social groups and communities in the preservation of Bulgarian identity, to create an understanding of the active role of man in the historical process.

Year 6: History of Bulgarian people and state (eighteenth – twenty-first century)

Year 7: Prehistoric and ancient times

Year 8: History of the medieval world (fourth – fifteenth century)

– Aims and content of the subject in upper secondary general school⁴³

Year 9: Modern history. *Aims:* To enlarge and deepen the understanding of the historical process as a permanent and complex process, to create an understanding of the historical tradition in the contacts and relations between Bulgarian society and the European world in modern times, particularly those that were useful for the development of Bulgarian national identity as part of today's European identity; to focus pupils' attention on certain phenomena with a clear importance for today's societies, such as human rights, democratic institutions and national interests.

Year 10: Contemporary history

Year 11: Bulgarian history

Year 12: History, and the use and misuse of history: nations and national states in the Balkans in modern and contemporary times.

– Aims and content of the subject in lower secondary vocational school

There are no such schools.

– Aims and content of the subject in upper secondary vocational school

The curriculum and syllabi are identical to that of general schools.

– The ratio of local/regional, national, European and world history in the school curriculum for the whole period of compulsory lessons/history courses⁴⁴

Local history	5%
Regional history	5%
National history	40%
European history	35%
World history	15%

⁴³ These aims are further developed in subsequent years. In year 12 the subject is only an option, following the logic of the compulsory syllabus, particularly with regard to the aims of the subject as an option designed to enlarge and intensify knowledge and skills.

⁴⁴ Approximate percentages. The proportions are different in lower and upper secondary school. In lower secondary school national history is 50% and in upper school 30%. Local history is present in all forms along with regional, European and world (non-European) history. The percentage is also different for the different forms and even in the different textbooks for the same form. In general, lessons are divided between national and non-national history. Thus only the percentage for national history is exact. Even when the course concentrates national history, there are lessons on regional, European and world history and vice versa.

Local history: Cities and other places in Bulgaria and abroad which are especially important for the understanding of certain processes and events from ancient times up to the present day, in all fields of human activity.

Regional history: Study of the Balkans and South Eastern Europe with the same chronological and thematic structure; the states, relations among them, and with other parts of the world (mainly Europe); all fields of human activity.

National history: From the first evidence of it to the present day; states and their peoples' relations with their neighbouring states and peoples, and other countries and peoples, historical information; all aspects of history and fields of human activity.

European history: Considered as part of world history from its beginning to our days. States and peoples, international relations, all fields of human activity.

World history: From pre-history to contemporary times; thematic changes depending on the facts of the past; states and peoples; international relations; all fields of human activity.

– The ratio of political, social, economic and cultural history in the school curriculum for the whole period of compulsory lessons/ history courses⁴⁵

Political history	30%
Social history	20%
Economic history	20%
Cultural history	30%

Political history: Internal and external development, political structures, models of power, its role in development, sources, etc.

Social history: Social structures, everyday life, social movements, its role in development, sources, etc.

Economic history: Models of production, branches, structures, its role in development, sources, etc.

Cultural history: Cultural movements, monuments, places, ideas in all fields, literature, arts, etc; representatives, its role in development, sources, churches and religions, language, literature, etc.

– The relation between history and other (school) subjects

Depending on the topics for each form, links are achieved with teaching in geography and economics, the Bulgarian language, literature (Bulgarian and world from ancient times to the present), arts, music, math, sports, philosophy, ethics, psychology, logic, natural sciences. Civic education, human rights etc. are part of most of these subjects.

⁴⁵ Approximate percentages. They vary from form to form and from textbook to textbook for the same form. It often depends on the level of research work on the very period, theme and field of activities and on the level of school – lower secondary or upper secondary. Thus in certain cases political history may be the most important.

– The teaching of history as a subject

History is taught as a single subject in:

	Primary school	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational
History is taught as a single subject	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

– Subjects taught at school

	Primary school	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational
Geography	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Social studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civic education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human rights education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Others:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Comparison: school curriculum vs. ITT

There are no important differences between topics studied in ITT and the topics taught in school according to the curricula.

There have been important changes during the last ten years within the field of history teaching in Bulgaria especially concerning the legal framework, curricula, syllabi and textbooks. The changes in the legal framework were one of the most important reasons for the changes in the whole system of education and in the instruments for executing these changes.

These changes in history teaching directly affected the ITT. Most important changes: additional courses in subject didactics (two groups of optional courses), new curricula, one additional school practice, increasing the number of lessons (theory and especially practice); new syllabi; new issues.

- Future developments

Today's curriculum is not considered ideal, especially as concerns the lower secondary school, number of classes in upper secondary school and optional themes for year 12. This also impacts on the standards. If there are changes, it will also mean new standards, syllabi and textbooks. Such changes are currently under discussion. There have been many discussions on education – covering all stages of school and tertiary education too. Such discussions have never stopped within Bulgarian education, but they have recently been stimulated by the report of the Minister of Finance to the Prime Minister on problems in the educational system. This will of course affect education in history and ITT for history.

B. History teachers in schools

Socioeconomic situation of history teachers

- Job opportunities

In 2002, there was a shortage of positions available. Graduates have to wait two to three years for a job as a history teacher.

- Salaries

In 2002, the salary of a full-time secondary school teacher was below the average income of all wage earners, and these teachers often needed additional income.

- Number of history teachers newly employed in 2002

No data available.

- Number of unemployed history teachers

No data available.

- Future developments

The number of available jobs will not or will only insignificantly change.

- Age distribution

– The average age of history teachers in primary and secondary schools⁴⁶

School/ ISCED	<30	31-40	41-50	50>
All type of schools	11%	29%	37%	23%

- Age of employment / retirement

– Age at which history teachers normally get hired in primary and secondary schools⁴⁷

School/ ISCED	Female	Male
All type of schools	23/24	23/24

– Age at which history teachers normally retire from teaching in primary and secondary schools⁴⁸

School/ ISCED	Female	Male
All type of schools	57/58.5	60.5/63.5

- Salaries / age

Average salaries of history teachers in euros per level of qualification⁴⁹

School/ ISCED	< 30 years	50 > years
All types of schools, BA and MA	95+	120+

- Relation between school and university

Institutional links and forms of cooperation:

I. Contract between institutions: contract between faculties in charge and schools

II. Contract between an institution and an individual (lecturer, advisory teacher): contract between faculties in charge and advisory teachers

⁴⁶ Data for all teachers in general and vocational schools. The age distribution of history teachers may differ slightly.

⁴⁷ Depends on the degree in higher education. If the degree is “specialist”, teachers of both sexes may start at 22/23.

⁴⁸ In the last 35 years all teachers have retired at the general retirement age. (Before this they retired five years earlier). In the last five years there has been a new system of retiring: women need 90 points and men 100. The points are a sum of the age and the years of employment. Source: Кодекс на труда (Labour Code).

⁴⁹ The salaries depend on the university degree (BA, MA) and the INSET grade (five grades; the first one is possible after at least four years of teaching, the last after at least ten years). At present the salaries differ insignificantly from grade to grade of INSET and this is one of the problems. Another element of the salaries is an additional payment of 1% for a year of employment. The figures here show the basic salaries (BA, MA and INSET grade). They are updated once or twice per year but insignificantly as is the case in all fields in which wage-earners work.

III. Legal framework: Regulation on Unified Government Norms for the Higher Education of Teachers (1997)

- Status of the profession history and history teaching in society

– Rank of studies⁵⁰

Arts, humanities and theology	3
Social sciences	4
Educational sciences	4
Juridical sciences	6
Natural sciences	5
Mathematics and computer related sciences	7
Medical sciences	5
Engineering and architecture	1
Other (please specify)	2

Reputation of history teaching on a scale from 0 (worst) to 10 (best): 8

It is lower than the status of history (research work) but still very high. The subject is in fourth place on the basis of the number of students enrolled in educational studies seeking a PhD and 80% of students of history, archaeology, ethnology, archival and documentary studies take part in ITT.

The social status of teachers and their income is the last to be called attractive.

Reputation of history on a scale from 0 (worst) to 10 (best): 9

The number of students who study for a PhD puts the subject in second place in the field of humanities. At Sofia University, many students who have graduated from other programmes with a BA prefer to study history for an MA. Entrance examinations for students who want to graduate with a PhD from Sofia University show that there are always more applicants than places. The percentage of history students who complete their PhD on time is also very high. Bulgarian society has always had a very strong interest in history. This is due to many factors: educational and cultural traditions, Bulgaria as a crossroad of civilisation (the Bulgarian state has existed since 681), and the high qualifications of Bulgarian historians, including history teachers.

⁵⁰ There is no special research on this problem. The rank above is based on the data on the structure of fields in higher education (BA and MA + PhD). It is a good basis because of the procedure that defines the number of students in each field: universities propose the number according to their traditions and abilities, the Ministry of Education consults on the proposals with the universities and the Ministry of Finance and some other institutions and then the numbers are defined by the Council of Ministers. There are thousands of applicants who want to study one subject or another. The ITT rank is a result of many factors - many subjects in ITT as a compulsory or an option, better job prospects, traditions, etc. There are certain differences in the positions if we compare the BA and MA students with PhD students; e.g. 5th in humanities for BA and MA but 2nd for PhD.